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ABSTRACT

Violence -- particularly violence directed toward and caused by youth -- is clearly a problem. This document systematically addresses this crisis by providing a framework that readers can adapt to their own school and community. The three primary goals are to: (1) demonstrate that violence is preventable; (2) show how individuals can set into motion systems and actions to prevent violence; and (3) identify some of those systems and actions. The ideas presented here evolved from research into youth violence begun in 1993 with the aim of developing a school-based violence prevention curriculum. Researchers soon realized that difficulties overwhelmed classroom remedies alone, prompting development of a framework which provides a perspective beyond the classroom. This framework accounts for both the contributing factors and the societal norms which foster violence and attempts to address these factors. Hope is expressed that effective violence-prevention programs can be initiated by giving readers ideas on how to stop violence and by providing the theoretical rationale for those ideas. Some programs that may offer ways to prevent violence in different neighborhoods are cited; it is hoped that this booklet will serve as a guide for administrators and other school personnel as these leaders work to end violence in their communities. (RJM)

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Preventing violence

A Framework for Schools and Communities

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Preventing **violence**

A Framework for Schools and Communities

Comprehensive
Health
Education
Foundation

Preventing violence

A Framework for Schools and Communities

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Acknowledgments

Comprehensive Health Education Foundation – C.H.E.F.® – is pleased to contribute to the state of violence prevention by making possible *Preventing Violence: A Framework for Schools and Communities.* C.H.E.F. is a Seattle-based nonprofit organization dedicated to promoting good health by providing leadership, support, and resources for health education in schools and communities.

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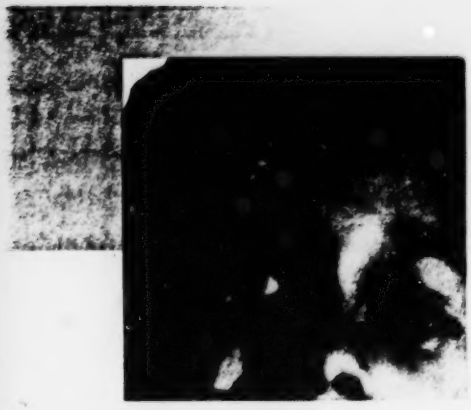
Although . . .

the problem of **violence** involving **youth** is ***staggering . . .***

there is **overwhelming evidence** that we ***can*** intervene **effectively** in the lives of **young people** to **reduce** or **prevent** their ***involvement*** in

violence.

Taken from *Violence & Youth,*
Report of the American Psychological Association Commission on Violence and Youth, Vol. 1., American Psychological Association, 1993, p.14.



About This Document

Violence – particularly violence directed toward and caused by youth – is clearly a crisis. But too often crises are addressed reflexively, not deliberately. This document is an attempt to systematically address the crisis of youth violence. This document is a *framework*, a structure of ideas that you can adapt depending on the circumstances of your own school and community.

The goals of this document are threefold:

- to demonstrate that violence is preventable
- to demonstrate that individuals can begin to set into motion systems and actions to prevent violence
- to identify some of those systems and actions

Because violence was increasingly becoming a paramount health issue for young people, Comprehensive Health Education Foundation – C.H.E.F.® – began to conduct research into youth violence in late 1993, with the idea of developing a school-based violence prevention curriculum. It soon became apparent, however, that the problem of violence superseded anything that could be provided as a remedy on only a classroom level. This framework is the fruit of our attempts to provide a perspective beyond the classroom, a theoretical and practical perspective that we hope you find useful. C.H.E.F. has provided this framework because first, we want to reduce the amount of violence in this country, and second, we know there's no magical formula to do that. By giving you ideas, citing the theoretical rationale for those ideas, and showing you some programs that seem to be headed in the right direction, we want to help you to begin to fashion your own violence prevention program.

The authors of this document have examined hundreds of papers and discussed with scores of people the issues related to violence, principally what contributes to violence and how it might be prevented. And although many reports in the literature describe violence prevention programs, very few reports have provided definitive results about whether these programs actually reduce violence:

> **" . . . (we are) aware of no published controlled studies of classroom-based prevention curricula focused explicitly on preventing violence, although some studies are under way. . . . To date, methodological problems, including quasi-experimental designs, have thwarted a clear assessment of the effectiveness of community-based intervention programs to prevent violence in the United States." (Mrazek, P. and R. Haggerty, eds. *Reducing Risks for Mental Disorders: Frontiers for Preventive Intervention Research.* Washington, DC: National Academy Press, 1994)**

Thus, at the time of this writing – the spring of 1994 – the state of the literature on violence is that little is conclusive as to which programs work.

What we *have* found is this:

1. There is no one identifiable cause of violence. Many factors, however, contribute to its genesis and perpetuation. Other factors help to protect people from becoming involved with violence.
2. Individual acts of violence are often condemned, but the medium of violence as a way to resolve conflicts, to express anger, or to gain status is a norm that is, for the most part, accepted by American society.
3. A conceptual framework that accounts for the contributing factors and the societal norms – not only people's own attitudes and behaviors, but also their acceptance of *others'* attitudes and behaviors – is needed to encompass approaches to preventing violence.

We are going to build a case for such a conceptual framework. Along the way, we'll show you how the framework is supported and how you can use it in your own community. We'll also cite programs that may help you in your own attempts to stem violence. These programs are only a small percentage of the many programs in communities across the U.S. that address the problem of youth violence, but we hope that you'll derive some solutions from their examples. When we're done, we anticipate that you'll have a better idea of not only what to do but also how to do it.

Preventing Violence: A Framework for Schools and Communities is not the last word in violence prevention; in fact, we hope that it isn't, because much work still needs to be done and many words still need to be written. However, we do hope that this document will be a guide for administrators and other school personnel to develop an effective violence prevention program in their schools and communities.

About the Problem

" . . . the segment of the population that is most likely to be victimized, most likely to commit a violent crime, and most likely to be arrested is youth." (Wetzel, J.R. *American Youth: A Statistical Snapshot*. William T. Grant Foundation Commission on Youth and America's Future. Washington, DC: 1987)

Violence is a serious and growing danger to young people. Consider the following:

Violence is a continuing problem:
"Extreme aggression in adolescence has . . . been shown to be a reliable predictor of a host of subsequent health problems for the violent individual, from automobile accidents to suicide." (Earls, F. "A Developmental Approach to Understanding and Controlling Violence." In H.E. Fitzgerald, et al., Eds., *Theory and Research in Behavioral Pediatrics*, 5. New York: Plenum Press, 1991)

Violence is a pervasive problem:

"(Types of violence) include child abuse . . . peer assault . . . stranger assault, elder abuse . . . political torture, war, and suicide. . . . there are many contributors to the human interactions that lead to violent injury." (Christoffel, K.K. "Editorial: Reducing Violence – How Do We Proceed?" *American Journal of Public Health*, 84, 4 [April 1994], 539-541)

Violence is a complex problem:

" . . . programs designed to promote nonviolence through conflict resolution tactics must be embedded in more comprehensive programs that teach a wider variety of life skills." (Earls, F., et al. "The Control of Violence and the Promotion of Nonviolence in Adolescents." In Susan G. Millstein, et al., eds., *Promoting the Health of Adolescents*. New York: Oxford University Press, 1993)

Statistics support the quotes. The Northwest Regional Educational Laboratory's *Northwest Policy* newsletter of February-March 1994 offers the following:

- According to the 1990 Youth Risk Behavior Survey, nearly 20% of all students in grades 9-12 carried a weapon at least once during the 30 days preceding the survey.
- Shootings or hostage situations have occurred in schools in 35 states and the District of Columbia.
- Nearly 45 percent of all teachers report that student misconduct interferes substantially with their teaching.
- Between 1980 and 1990, murder increased 87 percent and aggravated assault 64 percent; among children under the age of 18, homicide by firearms rose 143 percent from 1986 to 1992.
- Twelve percent of crimes in school buildings were committed by an offender with a weapon.
- For every youth killed by a firearm, roughly 7.5 times that number are shot but live.

But statistics are dry. Read a week of newspapers, and compare them with a week of newspapers from five years ago. Think about your own community and how *that* has changed in five years. Do you feel as safe? Are you as surprised when you hear about a shooting or a stabbing of a teenager – *by* a teenager? Can you honestly recommend to any young person not to worry about becoming involved in some violent act over the next 12 months?

We believe along with U.S. Surgeon General Joycelyn Elders: "Violence is preventable. It is a learned behavior." We believe that violence is neither immutable nor hereditary. Violence *can* be prevented.

A Problem That Can Be Prevented

A recent report published by the Harvard Graduate School of Education delineates ways that violence affects young people today:

- domestic violence
- dating violence
- sexual harassment in school
- childhood sexual and physical abuse
- family alcoholism
- television violence

The report concludes that what is needed is a collaboration of ". . . practitioners and researchers, schools and families, business, communities and young people.

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all working together . . ." ("Coping with Violence in the Schools: A Report of the 1993 Summer Conference of the Center for School Counseling Practitioners." Harvard University, Graduate School of Education, Cambridge, MA: Harvard University, 1994)

As befits a serious, complex, and widespread problem, the explanations for violence and particularly the proposed solutions have been similarly serious, complex, and widespread. In its 1993 report on violence and youth cited above, the American Psychological Association (APA) determined that " . . . no specific social experience inevitably leads to violence. The degree of risk is strongly influenced by what the child or youth previously learned about violence and aggression." (p. 6) The authors of the APA report recommended programs that use tested theoretical strategies to reduce risk factors leading to antisocial behavior, and, more specifically, that do the following:

- " . . . begin as early as possible"
- " . . . address aggression as part of a constellation of antisocial behaviors"
- " . . . include multiple components that reinforce each other across the child's everyday social contexts: family, school, peer groups, media, and community" (pp. 53, 54)

The report goes on to suggest general types of programs:

- primary prevention programs, such as "home visitor" programs for at-risk families, preschool programs, and school-based programs
- secondary prevention programs for high-risk children, including programs that aim to prevent or treat family violence and sexual violence
- treatment programs, e.g., for violent youth and for gang members
- societal interventions, as between police and community or between parents and media

Because the problem is complex, because the solutions are complex, we believe that schools and communities need a theoretical model to provide a rationale for a wide range of activities, a theoretical model of a violence prevention program that is applicable on many different levels – the school, the family, the youth-service agency, the media, and so on.

Drs. David Hawkins and Richard Catalano, professors at the University of Washington, have developed a strategy for prevention that is applicable on all these levels. The strategy is based on the long-accepted public health approach of addressing problems by reducing risk factors and increasing protective factors: The problem of coronary disease, for example, may be addressed by people's reducing their intake of fats (a risk factor) and increasing their frequency of exercise (a protective factor). The problem of getting involved in an automobile accident may be addressed by people's reducing their speed (a risk factor) and increasing their use of seat belts (a protective factor).

In the case of violence, the strategy addresses risk factors and protective factors previously identified in the literature and accepted by the prominent researchers in the field: these factors are also associated with behaviors such as substance abuse, delinquency, teenage pregnancy, and school drop-out *(see the chart on the following page)*. The strategy is called the Social Development Strategy, and its goal is to achieve healthy behaviors in individuals by reducing risk factors while increasing protective factors.

Risk Factors for Adolescent Problem Behaviors

Risk Factors	Adolescent Problem Behaviors* SA	DE	PR	DO	VI
COMMUNITY					
availability of drugs	■				
availability of firearms		■			■
community laws and norms favorable toward the problem behavior	■	■			■
media protrayals of violence					■
transition and mobility	■	■		■	
low neighborhood attachment; community disorganization	■	■			■
extreme economic deprivation	■	■	■	■	■
FAMILY					
family history of the problem behavior	■	■	■	■	
family management problems	■	■	■	■	■
family conflict	■	■	■	■	■
parental attitudes favorable toward and involvement in the problem behavior	■	■			■
SCHOOL					
early and persistent antisocial behavior	■	■	■	■	■
academic failure in elementary school	■	■	■	■	■
lack of commitment to school	■	■	■	■	
INDIVIDUAL/PEER					
alienation and rebelliousness	■	■		■	
friends who engage in a problem behavior	■	■	■	■	■
favorable attitudes toward the problem behavior	■	■	■	■	
early initiation of the problem behavior	■	■	■	■	■
constitutional factors	■	■			■

***Adolescent Problem Behaviors:**

SA = substance abuse
DE = delinquency
PR = teenage pregnancy
DO = drop-out from school
VI = violence

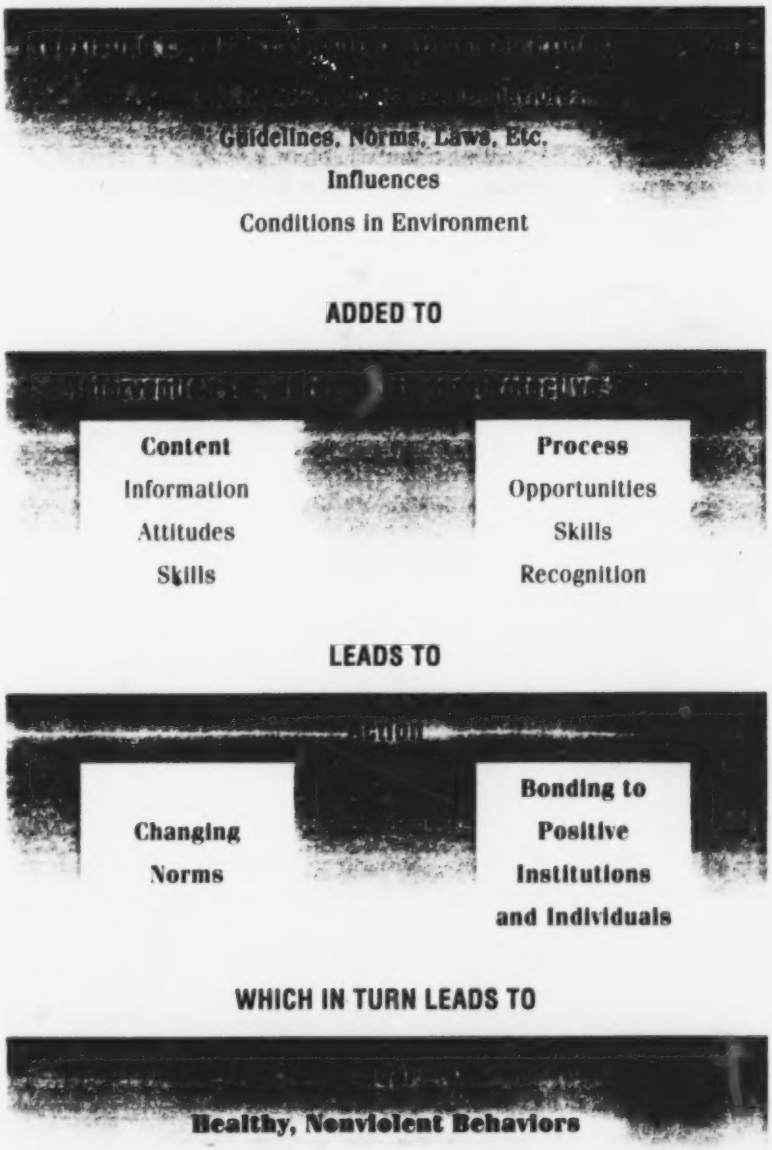
developed by David Hawkins and Richard Catalano, in *Communities That Care*, Developmental Research and Programs, Inc., 1993

A detailed explination of the strategy can be found in Hawkins and Catalano's book *Communities That Care* (Jossey-Bass Publishers, 1993; for information about the *Communities That Care* program, contact Developmental Research and Programs, Inc. (DRP), 130 Nickerson Street, Suite 107, Seattle, WA 98109, 1/800/736-2630). For now, however, the strategy can be described in this manner *(see the chart on the right)*:

1. Any individual is exposed to a *preexisting level of risk and protective factors* – the individual possesses certain attitudes and demonstrates certain behaviors. These attitudes and behaviors are affected by a variety of influences, e.g., friends, family members, norms and laws, and other conditions in the environment. Some of these influences are beneficial – protective factors – and some are harmful – risk factors. (For example, a protective factor against teenage violence might be a teenager's joining a civic youth group. A risk factor for teenage violence might be a teenager's academic failure in elementary school.)

The Social Development Strategy

achieving healthy behaviors by reducing risk factors while increasing protective factors



adapted from David Hawkins and Richard Catalano, in *Communities That Care*, Developmental Research and Programs, Inc., 1993

2. An *intervention to address the risk and protective factors* focuses on two areas: First, the individual acquires information about the risks and benefits of particular behaviors, forms attitudes based on that information, and learns skills. Second, the individual bonds to positive institutions and individuals by contributing – making the most out of opportunities to contribute, learning skills to contribute, and securing recognition for having contributed. (For example, a teenager might learn a skill on how to develop self-control. And a teenager might be more tightly bonded to the family if recognized with more responsibility for having contributed.)
3. Ideally, two things have to happen in order for the individual to demonstrate healthy behavior. First, the individual must adopt *positive norms* (Elliott, D.S.; Huizinga, D.; Menard, S. *Multiple Problem Youth: Delinquency, Substance Use, and Mental Health Problems*. New York: Springer-Verlag, 1989); and second, the individual must bond to *positive institutions and individuals*, that is, must develop an attachment and a commitment to those institutions and individuals (Hawkins, J.D., et al. "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention." *Psychological Bulletin*, 112, 1: 64-105). (For example, a teenager might adopt the positive norm of refusing to participate in fights. In addition, a teenager might develop a commitment to contributing to school by taking part in extracurricular activities.)
4. The double action of changing norms and bonding to positive institutions and individuals leads to the individual's demonstration of *healthy behaviors*. (For example, a teenager who thinks fighting is stupid and who has a stake in not letting down the family is more likely to exhibit healthy behaviors.)

Note that this strategy requires a *partnership* – one between the individual, who seeks to bond to positive institutions and individuals, and those very same positive institutions and individuals, which have the responsibility to provide the individual with reason to bond. It is schools and communities – and the people within them – that need to motivate students to adopt their norms and thus healthy, nonviolent behaviors. That is why prevention programs are so important: they can set up systems in which the individual can adopt new norms and the institution like the school or family can provide opportunities for involvement.

The Social Development Strategy points to the need for comprehensive action – reduction of risk factors, which requires motivated individuals adopting positive norms.

and increase of protective factors, which requires responsible institutions providing the conditions to bond. As suggested in the APA report, such a comprehensive strategy is needed to address a complex problem like violence. Consider the following situations:

A boy learns a skill to control his anger but doesn't want to use it because anger helps him to fight better and thus to gain status among his friends.

The skill is present, but the norm is negative.

A girl determines to break up with her aggressive boyfriend in order to gain the respect of her family, but he talks her out of it.

The bonding is present, but the skill is absent.

A boy is getting picked on and asks his teacher whether he risks expulsion for defending himself; the teacher isn't certain what constitutes a reasonable attempt to avoid a fight before actually engaging in a fight.

The motivation is present, but the norm is unclear.

A girl learns how to resolve conflicts, but she lives in a dangerous neighborhood.

The skill is present, but the conditions in the environment are poor.

Violence is caused in part by people's beliefs, by their attitudes, by their compliance with norms. To many people – to many young people – violence is acceptable. As the U.S. Centers for Disease Control and Prevention states in its report, "The Prevention of Youth Violence," "Violence has become so common that not only do we expect and accept it, but we have begun to view it as appropriate behavior" ("The Prevention of Youth Violence: A Framework for Community Action." National Center for Injury Prevention and Control. Atlanta, GA: Centers for Disease Control and Prevention, 1993).

The Social Development Strategy illustrates that in order to prevent violence, norms must be addressed throughout a person's life. Because of that, coordination between schools, families, and other parts of communities is essential. The point is especially salient when the prevention seeks to reduce risk factors throughout a young person's environment:

"Effective prevention requires coordinated action in each domain of functioning implicated in the risk model being tested. Risk factors in the individual, the family, schools, peer relations, and community environments are interdependent. Hence, prevention strategies are improved by designing multiple intervention components, each of which addresses risk factors in different domains" (Coie, J.D., et al. "The Science of Prevention: A Conceptual Framework and Some Directions for a National Research Program." *American Psychologist*, 48, 10 [October 1993]: 1013-1022).

Schools and communities need to explore those domains. First, however, let us briefly examine the mechanism by which they do that.

Taking Action

The Team

Taking action to reduce the risks of violence requires teamwork; this basic strategy is recognized in DRP's community program *Communities That Care*, among many others. For example, *Communities That Care* cites specific key leaders in the community – the mayor, the superintendent of schools, the community's lead law enforcement official, and a business leader – to coordinate with other community resources, i.e., prevention coordinators, counselors, principals, teachers, parents, students, and media representatives.

Team members also include organizations and institutions – schools, service clubs, courts, TV stations, businesses, churches, public health agencies, and youth groups. Finally, team members need to reach out beyond their community to resources at regional, state, and federal levels. Assuring a team's diversity increases the potential for its effectiveness; it also increases the potential for disagreement. That's why effective teams buy in early to common values.

Many communities successfully build on what already works, i.e., systems previously set up to address problems with teenage drug abuse. Kennewick (Washington) School District's *Violence Prevention Program* makes use of parents, businesspeople, the police and fire departments, drop-in centers, city council members,

and representatives from neighboring counties. The program depends on continuous feedback from its team in order to continually provide services targeted at its students, in this case middle school students. Their program comprises a variety of strategies.

Assessing resources is as important as assessing risks. The critical feature is people's committing to work persistently on the problem – because they feel it's *their* problem.

Risk Assessment

Communities are large and small, rural and urban, homogeneous and diverse, comfortable and troubled. Each community has its own characteristics, special circumstances, problems, and resources. Before a team begins to address those problems, it has to identify them.

Following are several questions that can help to identify the specific risks in a community:

1. How is violence being defined?
2. Where is the violence occurring?
3. Who is involved in it?
4. Which risk factors are high, either compared to other communities or compared to other times?
5. What is currently being done to reduce the risk factors?
6. What more can be done to reduce the risk factors?

In *Communities That Care*, Hawkins and Catalano detail the process of assessing a community's risks. They cite sources of information that help assess risks:

- public records, e.g., data from the census describing levels of poverty *(Extreme economic deprivation is a risk factor for violence.)*
- records from police departments and social service agencies regarding neighborhood crime, drug availability, and child abuse *(Family management problems is a risk factor for violence.)*
- records documenting the educational system, including student achievement, dropouts, absenteeism, discipline problems, suspensions, and expulsions *(Academic failure in elementary school and early and persistent antisocial behavior are risk factors for violence.)*
- survey data to assess the climate and levels of bonding in schools and other community organizations . . . *(Bonding to schools and other community organizations is a protective factor against violence.)*

What is critical is for a community to assess the risks in all its domains and then plan which risks to address, taking into account first, the risks that are highest priority and second, what is actually achievable. The same is true for schools: schools can serve as a base from which to address risks not only in the schools themselves but also in homes and the community at large.

The Domains – School, Family, and Community

Because violence occurs in many domains, effective violence prevention needs to address risks in those domains. Let us now examine three major domains – the school, the family, and the community.

The School – In the Classroom

Many examples of classroom-based violence prevention programs currently exist; they cover a wide range of goals and activities, and each approach may be part of the overall mosaic necessary to prevent violence. *(For help in choosing programs, see the list of criteria of school-based violence prevention programs at the conclusion of this document.)* What follows is a summary of some of the more dominant approaches.

1. Reducing Anger

One of the early approaches to preventing violence has been to get students to control their anger. According to this approach, when students control their anger, they are then in a better position to resolve their conflicts in a nonviolent way. Given that early and persistent antisocial behavior is a risk factor for teenage violence, it seems prudent to address such antisocial behavior. One of the programs that take this route is the *Violence Prevention Curriculum for Adolescents* (Education Development Center, 55 Chapel Street, Suite 24, Newton, MA 02158, 1/800/225-4276), which is designed to help adolescents deal with anger in productive, nonviolent ways. The curriculum acknowledges anger as normal and natural, offers positive ways to address anger, alerts students to their vulnerability to violence, and discusses alternatives to fighting, e.g., conflict resolution.

Another resource that approaches violence prevention through anger management is a manual: *Anger Management and Violence Prevention: A Group Activities Manual for Middle and High School Students* (Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439, 1/800/231-5165). The manual focuses on teenagers' holding group discussions about appropriate ways to express anger.

Finally, there is *Second Step*™, developed by Seattle's Committee for Children (172 20th Avenue, Seattle, WA 98122, 1/800/634-4494). *Second Step* is designed to reduce impulsive and aggressive behavior, teach prosocial skills, and build self-esteem. Beginning in preschool and proceeding through grade 8, *Second Step* focuses on teaching students to identify feelings, learn problem-solving skills, and reduce stress and channel anger.

2. Resolving Conflict

Another approach to reducing violence is to teach students to communicate better, so they can resolve conflicts before they escalate into violence. Not only does better communication address the risk factor of antisocial behavior, but one also presumes that people who communicate well can more easily form bonds with others than people who can't. One program that uses this approach is

Resolving Conflict Through Mediation, developed by Aetna Life and Casualty Company (151 Farmington Avenue, Hartford, CT 06156, 1/203/273-2341) for middle-school students. The program is a series of lessons that feature such activities as the following:

- constructing "personal relationship webs"
- role-playing different ways to resolve conflicts
- practicing "active listening"
- exploring how to mediate conflicts

The program includes lesson plans, work sheets, and other handouts.

Another conflict-resolution program is *Building Conflict-Solving Skills*, developed by the Kansas Child Abuse Prevention Council (715 West 10th Street, Topeka, KS 66612, 1/913/354-7738). This program focuses on upper elementary and middle-school students; it's an eight-session curriculum that includes posters, lesson plans, and two videos. *Building Conflict-Solving Skills* focuses on teaching students about communication, empathy, negotiation, and problem-solving skills.

A third program, the *Resolving Conflict Creatively Program*, is co-sponsored by the New York City Public Schools and Educators for Social Responsibility (163 Third Avenue, #103, New York, NY 10003, 1/212/387-0225). It came out of Brooklyn, New York, in 1985, and has continually expanded; today it is one of the largest school programs of its kind in the country. The program consists of teacher training, classroom instruction in creative conflict resolution, intergroup relations, and student mediation. In fact, much of the program now focuses on student mediators resolving disputes among peers. Some of the concepts that the *Resolving Conflict Creatively Program* endorses as useful in the classroom are active listening, using neutral language, agreeing to disagree, maintaining a positive tone, and jointly choosing possible alternatives.

There are many other conflict resolution programs all around the country, e.g.:

- Community Board Programs' *Conflict Resolution*, in San Francisco
- Conflict Resolution Unlimited's *Conflict Mediation*, in Bellevue, Washington
- the New Mexico Center for Dispute Resolution's *Lessons in Conflict Resolution*, in Albuquerque
- the Colorado School Mediation Project's *Productive Conflict Resolution*, in Boulder, Colorado
- Interaction Book Company's *Teaching Students to be Peacemakers*, in Edina, Minnesota
- the University of Illinois' *Viewpoints Training Program*, in Chicago

For more information about conflict resolution programs, contact the National Association for Mediation in Education (NAME), 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003, 1/413/545-2462.

3. Intervening in Fights

According to a statewide study conducted by People on Board, Inc., of Glenford, New York, in 1993 ("A Study of Safety and Security in the Public Schools of New York State," People on Board, Inc., P.O. Box 231, Glenford, NY 12433, 1/914/657-2681), "approximately 20 percent of students and eight percent of teachers were assaulted at least once, and 14 percent of the students and four percent of the teachers were robbed. . . . Superintendents reported that 10,801 students and 851 teachers were injured as a result of violent incidents that occurred in and around school during the 1992-93 school year."

Given those sobering facts, some programs have attempted to teach people what to do if a fight is imminent or even in progress. One such program is *Crisis* Without *Violence*™, a series of workshops for school personnel on how to manage crises with "mental self-defense tactics." The program was developed by Peter Martin Commanday, whose Commanday Peacemaking Institute Corporation has developed many courses and training seminars (Commanday Peacemaking Institute Corporation, 7 Greenfield Terrace, Congers, NY 10920, 1/914/268-4420). *Crisis* Without *Violence* addresses such topics as how to respond to verbal abuse, how to recognize dangerous disrupters, how to reduce the potential of violence in confrontations, and how to clarify rumors and reduce their recurrence.

4. Educating about Firearms

Several programs focus directly on educating students about guns and the effects of firearm violence. The Center to Prevent Handgun Violence (1225 Eye Street, NW, Suite 1150, Washington, DC 20005, 1/202/289-7319), under the auspices of the Education Development Center, Inc., in Newton, Massachusetts, has developed an entire curriculum around guns and gun violence. It's called *Straight Talk About Risks (STAR)*, and it's intended for all students, from preschool through high school. *STAR* is designed to increase students' awareness of the risks associated with guns, to teach them what to do if they encounter guns, and to help them reflect on their emotional responses and coping styles.

Another program to educate students about firearms is *Kids + Guns = A Deadly Equation*, which is a curriculum to teach children and youth the dangers of playing with or carrying guns; it's distributed by the Center to Prevent Handgun Violence.

5. Changing the Norms

Comprehensive Health Education Foundation's *Get Real about Violence*™ focuses on changing the norms, the aggregate attitude that violence is an acceptable behavior. There is ample evidence now that children who hold attitudes that promote the use of violence to resolve conflicts, to attain goals, to acquire something, etc., or who hold attitudes that equate violence with manliness, strength, or patriotism are more at risk for becoming involved with violence (e.g., Ginsberg, C., et al. "Violence-Related Attitudes and Behaviors of High School Students – New York City, 1992." *Journal of School Health*, 63, 10 [December 1993]: 438-439; Miller, T.L., et al. "Violent Behaviors in the Secondary School: Problem and Prevention." *School Social Work Quarterly*, 1, 2 [1979]: 149-162; and Mosher, D.L., and Tomkins, S.S. "Scripting the Macho Man: Hypermasculine Socialization and Enculturation." *Journal of Sex Research*, 25, 1 [February 1988]: 60-84). *Get Real about Violence* focuses on changing the norms that young people accept about violence: that it's desirable, that it's effective, that it's inevitable.

Get Real about Violence teaches students the following:

- to recognize that violence is widespread and harmful
- to empathize with victims of violence
- to acknowledge that they themselves perpetuate violent acts because of their encouragement of rumors and of fighting
- to gain the confidence to change their attitudes and behavior
- to use skills to change norms and avoid dangerous situations

Based on the research of Hawkins and Catalano as well as others in the fields of instruction and violence prevention, *Get Real about Violence*™ was designed not only to reduce risks but also to increase the protective factor of bonding with positive institutions and individuals; the curriculum provides opportunities for students to become more connected with their school, their families, and their community so they can be more resilient and stay safer. Most important, it begins the process of changing norms – teaching students to recognize how their own attitudes endanger them and their friends, and giving them reason to adopt new norms and safer behaviors.

The classroom approach can be enhanced by extending lessons to the school, the home, and the community. The more that students can transfer what they learn and use information and skills in situations outside the classroom, the more likely they will affect the norms that need to be changed in order for violence to be prevented.

The School — Beyond the Classroom

There are other approaches to preventing violence with the school as the domain, some of which can and probably should supplement the preceding examples. These approaches extend beyond the classroom; they reflect the school as a community in which to foster change.

1. Identifying Norm Setters

Another approach to changing norms is to identify specific students who can foster prosocial attitudes among their peers. Consider a group of students and school staff who are the most influential in setting nonviolent norms. Some of these people may be peer helpers; others may not. Once identified, these norm setters can be targeted for a classroom-based curriculum. They can then go about subtly affecting the attitudes of their respective peer groups in the desired direction, away from violence.

This approach might be accomplished by using a model based on Comprehensive Health Education Foundation's *Natural Helpers*® program (Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198, 1/800/323-2433), in which students and school staff choose in an anonymous, confidential survey those people they trust to talk over a problem with. When the names are tallied, a coordinating committee chooses representatives from each of the school's subgroups, i.e., the sociocultural groups identified by the students themselves. What results is a cross section of students, all of whom have something in common: they're trusted by their friends. It is this cross section that receives training.

This *Natural Helpers* selection process could be modified for students and school staff to choose those people they consider to be nonviolent norm setters. A committee can select a cross section, and those people can receive classroom instruction in violence prevention. This process produces two important results: one is that the people who affect the norms receive the instruction, and the other is that the bonding process is initiated – the norm setters with one another and each with a common goal, to prevent violence.

2. Implementing Clear, Fair, and Consistent Guidelines

A number of studies have indicated that children who are unaware of school policies toward violence or who are presented with conflicting policies and inconsistent consequences for going against the policies are more at risk for becoming involved with violence (e.g., Landen, W. "Violence and

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Our Schools: What Can We Do?" *Updating School Board Policies*, 23, 1 [February 1992]: 1-5). Therefore, schools that develop clear guidelines for fighting, possession of weapons, etc., who communicate those guidelines to students and staff, and who administer the guidelines fairly and consistently – these schools have taken an important step in laying the groundwork for preventing violence.

3. Targeting Specific Populations within Schools

Many programs around the country have been designed to reduce violence in specific populations, populations in which a need has been demonstrated. Some of these programs follow:

- *Black Male Youth Project* (1510 9th Street NW, Washington, DC 20001, 1/202/332-0213) mentoring for males, ages 11-17
- *"OUCH" Violence Prevention Program* (Climb Theatre, 500 North Robert Street, Suite 220, St. Paul, MN 55101, 1/612/227-9660) play, curriculum, and psychological counseling for elementary school children
- *Project PEACE* (534 E. 37th Street, 1st floor, Chicago, IL 60653, 1/312/791-4768) mentoring, peer leadership, peer mediation, and grief counseling for elementary and high school students near public housing
- *Project RAISE* (605 N. Eutaw Street, Baltimore, MD 21201, 1/410/685-8316) mentoring for middle school youth with high-risk behaviors
- Senior Tutors for Youth (3640 Grand Avenue, Suite 205, Oakland, CA 94610, 1/510/839-1039) mentoring for students in juvenile detention facilities
- *The Youth Gang Drug Prevention Grant* (Mecklenburg County Health Department, 700 North Tryon, Suite 271, Charlotte, NC 28202, 1/704/336-5902) conflict resolution and recreation for potential gang members ages 10-18 and their families

4. Reducing the Use of Drugs

Hawkins and Catalano point out that some of the risk factors associated with drug abuse are identical to those associated with violence; other studies also point to a definite connection (e.g., Kingery, P.M., Pruitt, B.E., and Hurley, R.S. "Violence and Illegal Drug Use among Adolescents: Evidence from the U.S. National Adolescent Student Health Survey." *International Journal of the Addictions*, 27, 12 [December 1992]: 1445-1464).

Although little evidence indicates that fights on school grounds are caused, for example, by intoxicated students, nonetheless, particularly in higher grades, an entire milieu is often built up around drugs and violence (Valois, R.F., et al. "Adolescent Risk Behaviors and the Potential for Violence: A Look at What's Coming to Campus." *Journal of American College Health*, 41, 4 [January 1993]: 141-147). Therefore, it seems reasonable to conclude that restricting access to drugs will in some part reduce acts of violence on school campuses (Cook, P.J., and Moore, M.J. "Violence Reduction through Restrictions on Alcohol Availability." *Alcohol Health & Research World*, 17, 2 [1993]: 151-156). A drug education curriculum that is based on risk factor research as well as the Social Development Strategy is *Here's Looking At You, 2000** (Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198, 1/800/323-2433), which provides information, teaches skills, and promotes bonding for students in grades K-12.

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5. Establishing School Safety
Many schools are taking the direct approach to preventing violence and establishing or reestablishing safety in schools. For example, some schools have put up elaborate metal-detecting systems upon entry into the school campus; others have eliminated lockers so that students can't hide guns there. Several programs are devoted exclusively to the safety of students and school staff: The *Blue Light Program*, Crime Prevention Unit, Department of Public Safety, Cornell University, Ithaca, NY 14853, 1/607/255-1111, provides phone security systems, night bus service, and escort service to anyone on the campus of Cornell University.

6. Training Educators
People on Board, Inc., P.O. Box 231, Glenford, NY 12433, 1/914/297-6086, offers research-based training workshops for educators on a variety of topics, including violence prevention, crisis response management, peer leadership and mediation, community involvement, and human relations skills. The Center for Safe Schools and Communities, P.O. Box 47308, Minneapolis, MN 55447, 1/612/449-9877, trains staff in such topics as female violence issues, strategies in gang prevention, cultural diversity, and counseling in a cross-cultural environment. Many of the other programs listed in this document also offer training.

Underlying any of these programs should be a system for collecting and analyzing data, so that problems as well as strategies can be accurately assessed. Just as it's incumbent on schools and communities to assess risks, it's equally critical to assess to what extent those risks are being addressed. One method of assessment is called Program Development Evaluation (PDE). It consists of creating standards for performance, communicating those standards, assessing implementation of programs, and adjusting the programs based on the assessment. For further information about the PDE method, contact Gary D. Gottfredson, Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21208, 1/410/516-8800.

The Family
Very few predictors of violence in a child are as strong as the presence of violence in the child's home (e.g., Kratcoski, P.C. "Child Abuse and Violence against the Family." *Child Welfare*, 61, 7 [1982]: 435-444; and Suh, E.K., and Abel, E.M. "The Impact of Spousal Violence on the Children of the Abused." *Journal of Independent Social Work*, 4, 4 [1990]: 27-34). Because of this, the school can be a base from which to extend violence prevention strategies to a crucial domain – the family. Violence prevention strategies aimed at the family usually focus on either general parenting education or on specific education regarding, for example, firearms. Here are some examples of family programs:

- Parents as Teachers, 9374 Olive Boulevard, St. Louis, MO 63132, 1/314/432-4330, provides home visitation and group meetings by parent educators to parents of children through age three.
- *The Prenatal/Infancy Project* in Elmira, New York, 1/716/275-3738, provides home visitations to poor pregnant women in order to teach parenting skills and basic health education.
- *Preparing for the Drug (Free) Years*, Developmental Research and Programs, Inc., 130 Nickerson Street, Suite 107, Seattle, WA 98109, 1/800/736-2630, is Hawkins and Catalano's program to train families in strengthening their family

bonds, learning skills, expressing and controlling anger, and developing guidelines; the program consists of interactive videotapes, a family activity book with work sheets and homework assignments, and training sessions.

- *Project STEEP* (Steps Toward Effective, Enjoyable Parenting), University of Minnesota, 325 Elliott Hall, 75 East River Road, Minneapolis, MN 55455, 1/612/624-0210, provides parenting classes, individual therapeutic intervention, and case management to low-income, first-time parents.
- Richstone Family Center, 13620 Cordary Avenue, Hawthorne, CA 90250, 1/310/970-1921, provides parenting classes and counseling and referral services to victims of child abuse and their families.

The Community

Community violence prevention programs are numerous and varied. Some focus on specific populations, e.g., potential gang members; some focus on specific tasks, e.g., conducting public awareness campaigns; and some offer a wide range of services, including vocational, legal, and emotional counseling. Violence is a way of life in many U.S. communities (e.g., see Kennedy, L.W., and Baron, S.W. "Routine Activities and a Subculture of Violence: A Study of Violence on the Street." *Journal of Research in Crime & Delinquency*, 30, 1 [February 1993]: 88-112), and the most effective community programs build coalitions so that many different hands are brought to bear on the problem. Some examples:

- *The Boston Violence Prevention Program*, 1010 Massachusetts Avenue, second floor, Boston, MA 02118, 1/617/534-5196, provides public service announcements, educational media, curricula, and counseling to adolescents in schools, multiservice centers, clubs, housing developments, juvenile detention centers, and churches.
- The Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005, 1/202/289-7319, works with police departments – e.g., in Charlotte, NC, and Baltimore, MD – to conduct public information campaigns about handgun safety.
- *Communities That Care*, Developmental Research and Programs, Inc., 130 Nickerson, Suite 107, Seattle, WA 98109, 1/800/736-2630, uses the Social Development Strategy to reduce adolescent problem behaviors – by bringing together key community leaders, forming a community board, conducting a community risk and resource assessment, planning a program, and deciding on methods of evaluation.
- *The Community Youth Gang Services Project*, 144 South Fetterly Avenue, Los Angeles, CA 90022, 1/213/266-4264, provides crisis intervention, job counseling, and recreational opportunities to gang members and potential gang members.
- *The Montgomery County Violence Prevention Project*, 301West Third Street, fifth floor, Dayton, OH 45402, 1/513/225-5622, provides publicity, rap contents, and education to students and the general public.
- *The Paramount Plan: Alternatives to Gang Membership*, 16400 Colorado Avenue, Paramount, CA 90723, 1/310/220-2140, provides community awareness to potential gang members.
- *PATHS: Promoting Adolescents Through Health Service*, Children's Hospital Medical Center of Akron, 377 South Portage Path, Akron, OH 44320, 1/216/535-7000, provides

parent education, health care, counseling, tutoring, and career awareness to teenagers and their parents.

- Save Our Sons And Daughters (SOSAD), 2441 West Graham Boulevard, Detroit, MI 48202, 1/313/361-5200, conducts public awareness campaigns, community marches, family support of children who have been killed, and lobbying for the elimination of handguns.
- *Stop the Violence*, Community Assistance Unit, 51 Chambers, New York, NY 10007, 1/212/788-8361, offers community grants to violence prevention efforts in the city of New York.
- *Together We Can*™, Interactive Learning Systems, 1505 Bridgeway, Suite 121, Sausalito, CA 94965, 1/415/331-4073, is a planning and training package that helps communities identify risk and protective factors, develop strategies, and build partnerships to address their drug problems.

Of all these programs, *Communities That Care* adheres most strictly to the Social Development Strategy, not surprising considering that the same people developed both the program and the strategy. *Communities That Care* uses community mobilization, educational strategies, voluntarism, and media to achieve significant reduction in adolescent problem behaviors. The approach emphasizes the importance of reducing risk factors while increasing protective factors. The program comprises a community planning kit as well as training.

Individual Action

Administrators, teachers, parents, students – each person has a role in preventing violence. All of those roles involve modeling nonviolent behaviors and fostering nonviolent attitudes, but more specific things can be done:

- Determine the guidelines in your school or district for preventing violence. Be sure that they are consistent with community laws and with each other. Be sure that they are clearly stated and enforceable. Be sure that everyone affected by the guidelines knows and understands the guidelines.
- Form a committee to assess and prioritize the risks of your school or district. Take the opportunity to build new alliances with community leaders.
- Encourage the adoption of a plan consistent with the risk assessment and existing guidelines.
- Become acquainted with the helping resources in your community – individuals and organizations – and evaluate them based on how well they reduce the identified risk factors and promote protective factors. Some of these resources may be self-help and support groups for survivors of child abuse and alcoholic families; others may be treatment programs and public health agencies. The success of any violence prevention program will ultimately be determined by how well you tap into knowledge and the talents of these resources.

We've tried to give you a head start on preventing violence – by providing you with a theoretical framework, by giving you ideas of approaches you might take, and by citing specific organizations and programs you might want to contact. Most of all, we've tried to present a philosophy of prevention, and that philosophy is this: No one alone can prevent violence. Any significant progress with this problem will require the combined efforts of schools, families, and communities. With that philosophy as an underpinning, we wish you luck in your prevention efforts.

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Who We Are

Comprehensive Health Education Foundation – C.H.E.F.® – is a Seattle-based nonprofit organization founded in 1974 and dedicated to promoting good health by providing leadership, support, and resources for health education in schools and communities.

C.H.E.F. has published comprehensive health education programs since 1974. It was the first organization to use *The Refusal Skill*™ as part of a comprehensive drug education curriculum. It was the pioneer in developing research-based, mixed-media, kit-contained programs, among them the following:

- *Here's Looking At You, 2000*®, a drug education curriculum
- *Natural Helpers*®, a peer-helping program
- *Get Real about AIDS*®, an AIDS prevention curriculum
- *Primarily Health*™, a health education curriculum for primary students
- *Skillwise*™, a system for teaching social skills

Besides developing programs, C.H.E.F. has also provided a wide range of training opportunities, focusing not only on the programs cited above, but on the general topics of health and prevention as well. C.H.E.F. provides teacher training workshops, Training of Trainers, consultations, "booster" workshops, seminars, keynote presentations, and all types of technical assistance.

C.H.E.F.'s involvement with improving people's health doesn't stop with its programs. It also contributes revenue generated from these programs to an endowment fund that is used to affect health education through philanthropy.

C.H.E.F.s newest program is *Get Real about Violence*™, a modular school-based violence prevention program. *Get Real about Violence* can be an easy add-on to ongoing *Natural Helpers*, lessons or a supplement to *Here's Looking At You, 2000*, lessons. It is *one part* of an effective community-wide violence prevention program. We hope you use *Get Real about Violence* in your efforts, but even if you don't, we want you to be able to do the most you can for your community. That's why we've put together this guide.

To receive more information about *Get Real about Violence* or other C.H.E.F. programs, write or call:

Comprehensive Health Education Foundation
22323 Pacific Highway South
Seattle, Washington 98198
1/206/824-2907 or,
toll-free, 1/800/323-2433

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Criteria for Effective School-Based Violence Prevention Programs

Following are several criteria for selecting an effective school-based violence prevention program *(adapted from criteria of drug education curricula, the W. T. Grant Consortium on the School-Based Promotion of Social Competence, in Hawkins, J.D.; Catalano, R.F.; et al., Communities That Care, San Francisco: Jossey-Bass, Inc., 1992; and Comprehensive Health Education Foundation, 1994)*:

1. **Does the program have an adequate base in theory and research?** Many violence prevention programs are based on what the authors *think* are reasons why young people get involved in violent situations. Popular terms do not necessarily represent valuable components in a program. Programs should be based on what the most *current research* says about why children are violent. Only when a program is targeted at the predictors of a problem can it be effective in reducing the problem.

2. **Does the program comprise a comprehensive K-12 curriculum?** An effective violence prevention program has to begin teaching students *before* they are likely to encounter violent situations, not after; and it must build on what is learned each year, adding new skills and information throughout the child's school experience.

3. **Does the program provide more than information?** In addition to being informative, an effective violence prevention program should include practical lessons aimed at teaching the student how to *use* new information. Helping students to master prosocial skills and to feel a stronger connection to school, family, and community is equally important in the effort to reduce violence.

4. **Does the program include family involvement?** No matter how deep a school system's commitment may be to fighting violence among its students, no matter how dedicated and well-trained its teachers, the involvement of *family* is essential to the success of any program. For this reason, one of the most important criteria for judging any violence prevention program is the strength of how well its activities extend to the home. Does the program keep parents informed of the nature and extent of the school's program? Does it provide parents with information, resources, and skills so they can enhance and extend the program in their own homes?

5. **Does the program address students from a variety of cultures?** Is the program sensitive in its examples and its assumptions? Can students from a wide variety of cultural and ethnic backgrounds learn from it? Are versions of the program designed specifically for students who speak a language other than English?

6. **Do teachers find the program satisfying and valuable?** Teachers are busy. They have little time to create or constantly find new teaching materials. An effective violence prevention program should contain everything necessary for its full utilization. And, because each community is unique, a program should be adaptable to local needs and conditions.

7. **Is the program cost-efficient?** The cost of any program needs to be calculated over the long run. In addition to the initial purchase price, other questions need to be asked:

Criteria for Effective School-Based Violence Prevention Programs

(continued)

What is the cost of the teacher's time in preparing to teach the program? What is the cost of teacher training? What is the cost to replace materials? What is the per-pupil cost over several years?

8. **Can the program be easily incorporated into a school's total curriculum?** It isn't enough for a violence prevention program to deal with violence as a single, isolated subject. In order to be effective, the program should be easily integrated into other components of the school's curriculum, whether it's health, social studies, language arts, or some other subject. Messages about violence prevention become stronger when they're repeated in a variety of contexts.

9. **Do students enjoy the program?** Does the program offer more than assigned readings, required reports, and answers to direct questions? Is it meaningful and involving for the student? Do the lessons accommodate the varied learning styles of the students?

10. **Does the program include teacher training?** Many teachers have a limited background in teaching not only facts about violence, but also skills to help students reduce risks and feel bonded to school. In addition, teachers often need to examine their own attitudes, which greatly affect their ability to teach. An effective violence prevention program must include a training component that helps the classroom teacher use it to its maximum potential.

11. **Does the program encompass the entire community?** The messages students receive in the classroom must be consistently reinforced in other parts of their lives – at home, in the media, and throughout the community. An effective violence prevention program seeks to bring together all these domains so that students can adopt nonviolent norms – attitudes as well as behaviors.

Programs and Organizations Involved in Preventing Violence

Following is a list of programs and organizations involved in preventing violence that were mentioned in this report. *Preventing Violence: A Framework for Schools and Communities.* Comprehensive Health Education Foundation, which compiled this list, implies no endorsement of any of these programs or organizations. Inclusion in this list indicates that the program or organization might provide useful information, guidelines, or referrals to a school or community wishing to reduce violence.

Anger Management and Violence Prevention: A Group Activities Manual for Middle and High School Students. Johnson Institute, 7205 Ohms Lane, Minneapolis, MN 55439. 1/800/231-5165

Black Male Youth Project. 1510 9th Street NW, Washington, DC 20001. 1/202/332-0213

Blue Light Program. Crime Prevention Unit, Department of Public Safety, Cornell University, Ithaca, NY 14853. 1/607/255-1111

The Boston Violence Prevention Program. 1010 Massachusetts Avenue, second floor, Boston, MA 02118. 1/617/534-5196

Building Conflict-Solving Skills. Kansas Child Abuse Prevention Council, 715 West 10th Street, Topeka, KS 66612. 1/913/354-7738

The Center for Safe Schools and Communities, P.O. Box 47308, Minneapolis, MN 55447. 1/612/449-9877

Center for Social Organization of Schools, The Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21208. 1/410/516-8800

The Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005. 1/202/289-7319

Communities That Care, Developmental Research and Programs, Inc., 130 Nickerson, Suite 107, Seattle, WA 98109. 1/800/736-2630

The Community Youth Gang Services Project. 144 South Fetterly Avenue, Los Angeles, CA 90022. 1/213/266-4264

Conflict Mediation. Conflict Resolution Unlimited, 845 106th Avenue NE, #109, Bellevue, WA 98004. 1/206/451-4015

Conflict Resolution. Community Board Programs, 1540 Market Street, #490, San Francisco, CA 94102. 1/415/552-1250

Crisis Without *Violence*®. Commanday Peacemaking Institute Corporation, 7 Greenfield Terrace, Congers, NY 10920. 1/914/268-4420

Get Real about Violence™. Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198. 1/800/323-2433

Programs and Organizations Involved in Preventing Violence

(continued)

*Here's Looking At You, 2000**. Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198, 1/800/323-2433

The Kennewick Violence Prevention Program. Kennewick School District, 200 South Dayton, Kennewick, WA 99336, 1/509/736-2676

Kids + Guns = A Deadly Equation. The Center to Prevent Handgun Violence, 1225 Eye Street, NW, Suite 1100, Washington, DC 20005, 1/202/289-7319

Lessons in Conflict Resolution. New Mexico Center for Dispute Resolution, 620 Roma NW, Suite B, Albuquerque, NM 87102, 1/505/247-0571

The Montgomery County Violence Prevention Project. 301 West Third Street, fifth floor, Dayton, OH 45402, 1/513/225-5622

National Association for Mediation in Education (NAME), 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003, 1/413/545-2462

*Natural Helpers**. Comprehensive Health Education Foundation, 22323 Pacific Highway South, Seattle, WA 98198, 1/800/323-2433

"OUCH" Violence Prevention Program. Climb Theatre, 500 North Robert Street, Suite 220, St. Paul, MN 55101, 1/612/227-9660

The Paramount Plan: Alternatives to Gang Membership. 16400 Colorado Avenue, Paramount, CA 90723, 1/310/220-2140

Parents as Teachers, 9374 Olive Boulevard, St. Louis, MO 63132, 1/314/432-4330

PATHS: Promoting Adolescents Through Health Service, Children's Hospital Medical Center of Akron, 377 South Portage Path, Akron, OH 44320, 1/216/535-7000

People on Board, Inc., P.O. Box 231, Glenford, NY 12433, 1/914/297-6086

The Prenatal/Infancy Project. Prevention Research Center, 303 East 17th Avenue, Suite #200, Denver, CO 80203, 1/303/861-1715

Preparing for the Drug (Free) Years. Developmental Research and Programs, Inc., 130 Nickerson Street, Suite 107, Seattle, WA 98109, 1/800/736-2630

Productive Conflict Resolution. Colorado School Mediation Project, 650 Mountain Meadow Road, Boulder, CO 80302, 1/303/444-7671

Project PEACE, 534 E. 37th Street, 1st floor, Chicago, IL 60653, 1/312/791-4768

Project RAISE, 605 N. Eutaw Street, Baltimore, MD 21201, 1/410/685-8316

Programs and Organizations Involved in Preventing Violence

(continued)

Project STEEP (Steps Toward Effective, Enjoyable Parenting). University of Minnesota. 325 Elliott Hall. 75 East River Road. Minneapolis. MN 55455. 1/612/624-0210

Resolving Conflict Creatively Program. New York City Public Schools and Educators for Social Responsibility. 163 Third Avenue. #103. New York. NY 10003. 1/212/387-0225

Resolving Conflict Through Mediation. Aetna Life and Casualty Company. 151 Farmington Avenue. Hartford. CT 06156. 1/203/273-2341

Richstone Family Center. 13620 Cordary Avenue. Hawthorne. CA 90250. 1/310/970-1921

Save Our Sons And Daughters (SOSAD). 2441 West Graham Boulevard. Detroit. MI 48208. 1/313/361-5200

Second Step™. Committee for Children. 172 20th Avenue. Seattle. WA 98122. 1/800/634-4494

Senior Tutors for Youth. 3640 Grand Avenue. Suite 205. Oakland. CA 94610. 1/510/839-1039

Stop the Violence. Community Assistance Unit. 51 Chambers. New York. NY 10007. 1/212/788-8361

Straight Talk About Risks (STAR). The Center to Prevent Handgun Violence. 1225 Eye Street. NW. Suite 1150. Washington. DC 20005. 1/202/289-7319

Teaching Students to be Peacemakers. Interaction Book Company. 7208 Cornelia Drive. Edina. MN 55435. 1/612/831-9500

Together We Can ™. Interactive Learning Systems. 1505 Bridgeway. Suite 121. Sausalito. CA 94965. 1/415/331-4073)

Viewpoints Training Program. Department of Psychology. University of Illinois. 1007 West Harrison. M/C 285. Chicago. IL 60607

Violence Prevention Curriculum for Adolescents. Education Development Center. 55 Chapel Street. Suite 24. Newton. MA 02158. 1/800/225-4276

The Youth Gang Drug Prevention Grant. Mecklenburg County Health Department. 700 North Tryon. Suite 271. Charlotte. NC 28202. 1/704/336-5902

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Hawkins, J.D., et al. "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention." *Psychological Bulletin*, 112, 1 (1992): 64-105.

Hawkins, J.D., Catalano, R.F., et al. *Communities That Care*. San Francisco: Jossey-Bass Publishers, 1992.

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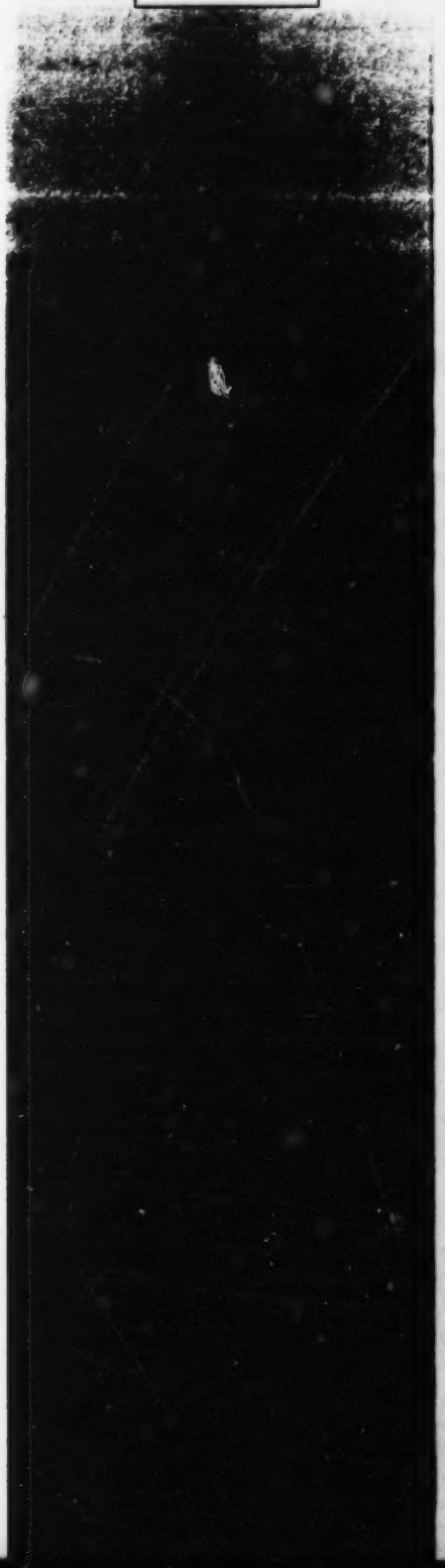

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